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ABSTRACT

The responsibility of the National Library of Education (NLE) is to maintain a comprehensive collection of education information, to serve as a central point for education information services, and to establish a national network of education information providers. This report contains recommendations that are intended to challenge the NLE to become the premier education information service for the United States. The mission statement of the NLE contains the four essential goals that the Library seeks to fulfill: (1) awareness (informing users of available resources and cultivating new customers through an active program of marketing and outreach); (2) access (providing all customers with effective and efficient means to utilize the NLE's information sources); (3) assistance (enabling users to learn how to use electronic and print information tools, effective and responsive reference services, and state-of-the-art technology); and (4) accountability (continually improving the NLE's services through feedback from customers, network partners, and policy makers inside and outside the government). Recommendations are grouped into five domains corresponding to these four essential goals and a set of cross-cutting issues. Each domain comprises a chapter of the report. Appendices contain: the statute authorizing the National Library of Education; past and current programs of the NLE; a glossary of terms and abbreviations used in this report; a list of persons and organizations providing assistance to the NLE Advisory Task Force; and a list of members of the NLE Task Force. (AEF)

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ED 405 007

ACCESS FOR ALL

A NEW NATIONAL LIBRARY FOR TOMORROW'S LEARNERS

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Office of Educational Research and Improvement
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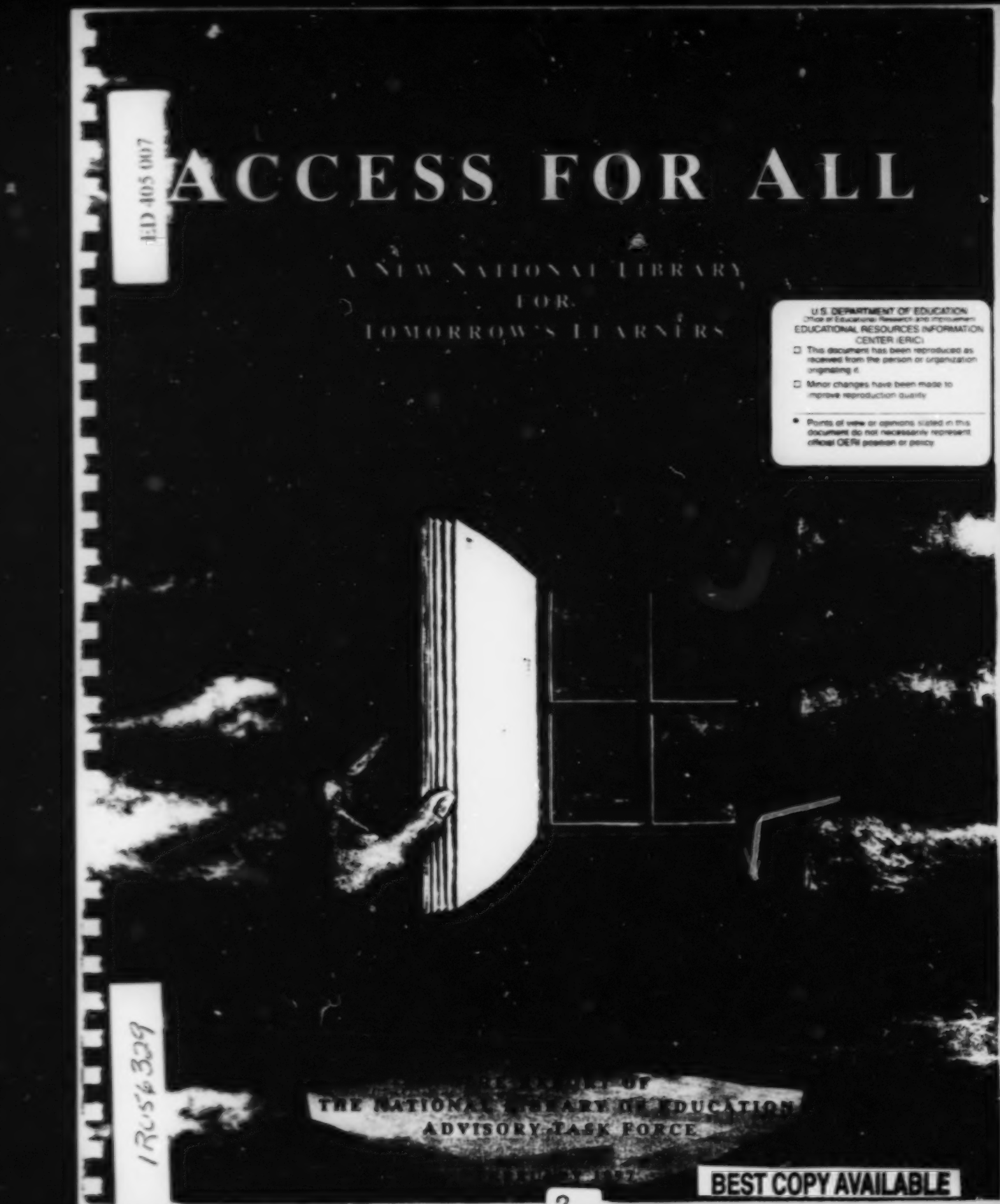

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ACCESS FOR ALL

A NEW NATIONAL LIBRARY FOR TOMORROW'S LEARNERS

THE REPORT OF
THE NATIONAL LIBRARY OF EDUCATION
ADVISORY TASK FORCE

FEBRUARY 1997

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Secretary

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
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Acting Assistant Secretary

NATIONAL LIBRARY OF EDUCATION
Blane K. Dessy
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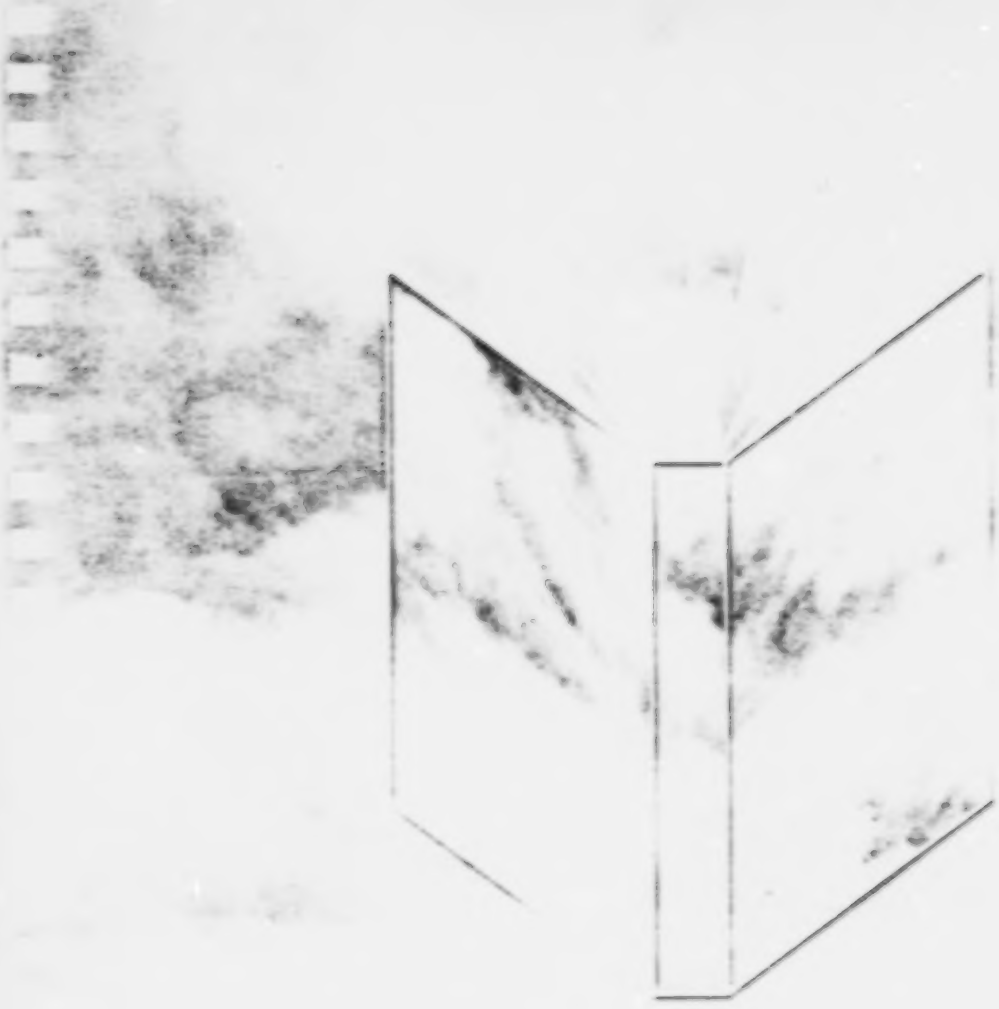
NATIONAL LIBRARY OF EDUCATION

"The mission of the Library shall be to become a principal center for the collection, preservation, and effective utilization of the research and other information related to education and to the improvement of educational achievement; to strive to ensure widespread access to the Library's facilities and materials, coverage of all education issues and subjects, and quality control; to have an expert library staff; and to use modern information technology that holds the potential to link major libraries, schools, and educational centers across the United States into a network of national education resources."
Section 951(c) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 USC 6051).

February 1997



We envision a future in which all persons have equal access to the information necessary to their personal and professional growth. To accomplish this goal, the National Library of Education will become the major national network providing access to education information through collections and other sources of education-related material.

PREFACE

It has been my privilege to serve on the National Library of Education's Advisory Task Force. On behalf of the Task Force, I am pleased to offer this report containing our recommendations for the future of the National Library of Education (NLE).

My colleagues and I share a belief in the importance of NLE and the need and opportunity for this organization to serve American education in new ways befitting changing times. The Library already is providing significant services; we must look to the future if these services are to remain vital. This challenge can be met, and NLE can become an intellectual center for the world of education.

Throughout our work, the Advisory Task Force consulted U.S. Department of Education staff, other organizations and agencies, and members of the public about the role and functions of a national library of education. We studied NLE's legislation and previous reports and studies on NLE and its predecessor organizations. We also examined documents and operations pertaining to the other national libraries and major education libraries. The results of these reviews and collaborations, plus our deliberations as experienced information practitioners, comprise our recommendations. Each topic and recommendation in this report has been fully discussed.

This report is intended to serve the Department, the Congress, and NLE staff in their decision making about the Library's future activities. Institutional and financial support will be needed to underwrite these recommendations, and we believe this support should be forthcoming. It is our hope that this report will be accepted by the Secretary of Education and the Congress to help all concerned to understand the importance and necessity of NLE.

I want to thank everyone who assisted in the preparation of this report, including my Task Force colleagues, NLE staff, Department staff, and the many individuals and organizations who took the time to share their ideas and concerns with us. The Advisory Task Force enthusiastically supports this report and anticipates its implementation.

Jane B. Kolbe
South Dakota State Librarian
Chair, Advisory Task Force

FOREWORD

The responsibility of the National Library of Education (NLE) is to maintain a comprehensive collection of education information, to serve as a central point for education information services, and to establish a national network of education information providers. While some of these services had been performed partially in the past by various components of the U.S. Department of Education, it is only with the creation of NLE in 1994 that these three goals can be accomplished comprehensively. Issues such as technology, the need for more timely information, and increasing demands on our education systems also are contributing to the need for a national library that can provide education information and services for the future.

This report contains recommendations that will challenge NLE to become the premier education information service for the United States. The primary clientele of the Library are the U.S. Department of Education and its customers—America's educators, students, and parents. Most important is the role that NLE will play on a national level. Rather than concentrating on maintaining purely independent collections and services, the Library will strive to serve as a collaborative knowledge broker that links other education information services into a seamless national network of education information. The Library must initiate and sustain collaborative and cooperative relationships with other libraries, consortia, agencies, and organizations, and it must utilize the latest communications technology to serve its users. All of the recommendations contained in this report advance this vision of NLE as a national broker of education information.

The Task Force does not prescribe a fixed sequence of steps by which all the recommendations will be accomplished. The construction of a functioning operational plan will be developed by NLE and the U.S. Department of Education. This report is more a map for the future and a set of opportunities that await NLE action and program development.

I welcome the report and its recommendations. On behalf of NLE and the U.S. Department of Education, I wish to thank most sincerely all those who so graciously contributed their time, effort, and thoughts to this careful and important document.

Marshall S. Smith
Acting Assistant Secretary
Office of Educational Research and Improvement
U.S. Department of Education

EXECUTIVE SUMMARY

"We envision a future in which all persons have equal access to the information necessary to their personal and professional growth. To accomplish this goal, the National Library of Education will become the major national network providing access to education information through collections and other sources of education-related material."

This vision can best be realized if the National Library of Education becomes the hub of a national network of libraries, archives, and other information providers in the field of education. Such a Library will be both an effective partnership across diverse locations and a virtual library that exploits modern information technology to become a one-stop information provider for customers seeking high-quality education information.

The mission of the National Library of Education shall be:

To provide awareness and maximum access to high-quality education information in all formats and from multiple sources, to provide high-quality assistance to information seekers, and to be accountable for all these efforts. Our customers are the educators, students, and parents of America at all educational levels and the agencies, corporations, and institutions that serve them. Our partners are the nation's education libraries, education information providers, and education organizations.

This mission statement contains the four essential goals that the Library seeks to fulfill:

AWARENESS - informing current users of the resources available in and through the National Library of Education and cultivating new customers through an active program of marketing and outreach;

ACCESS - providing all customers with effective and efficient means to utilize the National Library of Education's information resources in all formats, whether housed within the Library's own collection or available through network partners;

ASSISTANCE - enabling users to learn how to use electronic and print information tools, effective and responsive reference services, and state-of-the-art technology; and

ACCOUNTABILITY - continually improving Library services through feedback from customers, network partners, and policymakers inside and outside government.

Guiding the Task Force recommendations are seven essential principles that need to be followed if the vision and goals of the National Library of Education are to be realized.

1. The National Library of Education's authorizing legislation should be interpreted as broadly as possible.

2. The National Library of Education will be a one-stop information center.

3. Users of the National Library of Education will have universal access to its information and services.

4. Users of the National Library of Education, as public taxpayers, will obtain information at little or no cost.

5. Users of the National Library of Education will be helped to access and use essential information technology.

6. The focus of the National Library of Education's organization and work will be toward the future of library and information services—toward a virtual library.

7. The Educational Resources Information Center (ERIC) program, the Institutional Communications Network (INet), and other libraries and related information clearinghouses within the U.S. Department of Education and its contractors will be totally integrated within the National Library of Education.

The National Library of Education Advisory Task Force was a 12-member committee of distinguished citizens and national experts created to prepare recommendations for the Secretary of Education and other policy leaders on the development of the new National Library of Education. During its 6-month life the Task Force conducted research, collected public comment, and met across the nation. Its work has led to a report containing 44 specific recommendations. The statute authorizing the National Library of Education is endorsed and incorporated by reference.

The recommendations themselves are grouped into five domains corresponding to the four essential goals and a set of important cross-cutting issues. Each domain comprises a chapter of the report, and textual commentary has been kept to a minimum. Following the recommendations are a series of appendices containing important documents pertaining to the report and the work of the Task Force.

It is essential that adequate funds be requested, authorized, and appropriated in order for the National Library of Education to develop into a national resource worthy of its vision and able to fulfill its mission. These funds should be accompanied by the authority to be organized and to operate in the manner proposed by the recommendations in this report.

Members of the National Library of Education Advisory Task Force are available, individually and collectively, to provide clarification of this report and assistance in its implementation.

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THE CHARGE:
A NEW LIBRARY FOR THE 21ST CENTURY

The National Library of Education Advisory Task Force endorses the mission and functions of the National Library of Education as set forth in its authorizing statute, the Educational Research, Development, Dissemination, and Improvement Act of 1994. All requirements of the law will be fulfilled, and the Task Force notes that this work has already begun. The statute is incorporated by reference into this report and appears in appendix A.

The statute authorizes the Task Force to go beyond the requirements of the law in making recommendations on the Library's development. This report sets forth the vision of what the National Library of Education can become. A great opportunity exists to fulfill the requirements of the law in new and creative ways, and the reader is invited to share this vision.

THE VISION

The responsibility of all libraries preparing for the next millennium is to take advantage of the information and technological revolutions that are transforming the way knowledge resources are developed, stored, managed, transmitted, and adapted for use. In addition, the role of a national library in the field of education should be to take advantage of the American tradition of diversity and decentralization in education matters by operating in partnership with all sectors of the education information community. The report and recommendations that follow present a picture of how these two beliefs may be combined to create a truly new type of library, a national educational resource that is a network of information providers spread across the nation and the world. In this vision, the term *library* resembles a verb rather than a noun, and the National Library of Education becomes a diversified function rather than a single place.

The vision for the National Library of Education is:

> ***A future in which all persons have equal access to the information necessary to their personal and professional growth. To accomplish this goal, the National Library of Education will become the major national network providing access to education information through collections and other sources of education-related material.***

THE LIBRARY'S MISSION AND GOALS

Libraries are service organizations. They exist to serve, and they work cooperatively with one another and with other information providers. The advent of the electronic era has expanded the amount of information available and has transformed both access to it and the functions of those who provide it. A proper customer focus and the right organizational tools can turn the challenge of providing information in the electronic era into an opportunity to show how effectively government can serve the needs of the people.

The National Library of Education has the advantage of a customer-oriented staff. It also manages an array of contract services, in the form of the Educational Resources Information Center (ERIC) system and the Institutional Communications Network (INet), that have well-deserved national reputations for quality service. It is beginning to develop a

national network of partner providers. These organizational elements function as a part of the Office of Educational Research and Improvement (OERI), a major component of the U.S. Department of Education.

It is the opinion of the Task Force that the statutory mission (appendix A) of the National Library of Education needs to be interpreted in nontechnical language that embodies a vision of the Library as a customer-focused network of information providers, evolving into the virtual library of the future. The Task Force recommends the following language for the Library's mission statement:

> *The mission of the National Library of Education is to provide awareness and maximum access to high-quality education information in all formats and from multiple sources, to provide high-quality assistance to information seekers, and to be accountable for all these efforts. Our customers are the educators, students, and parents of America at all education levels and the agencies, corporations, and institutions that serve them. Our partners are the nation's education libraries, education information providers, and educational organizations.*

The mission statement embodies the four essential goals of the National Library of Education. These are:

AWARENESS - informing current users of the resources available in and through the National Library of Education and cultivating new customers through an active program of marketing and outreach;

ACCESS - providing all customers with effective and efficient means to utilize the National Library of Education's information resources in all formats, whether housed within the Library's own collection or available through network partners;

ASSISTANCE - enabling users to learn how to use electronic and print information tools, effective and responsive reference services, and state-of-the-art technology; and

ACCOUNTABILITY - continually improving Library services through feedback from customers, network partners, and policymakers inside and outside government.

These four goals form the structure of this report and represent the heart of what the National Library of Education must do in order to fulfill its vision.

PRINCIPLES GUIDING THE RECOMMENDATIONS

In preparing the recommendations in this report, the Task Force has adopted seven guiding principles based on the National Library of Education's legal authority, vision, mission, and goals.

1. *The National Library of Education's authorizing legislation should be interpreted as broadly as possible.* The act creating the Library should be implemented in a manner that addresses the spirit as well as the letter of the law. Clearly, the Congress intended, and the U.S. Department of Education has begun to implement, a Library that addresses the information needs of all its customers, creatively combines electronic and traditional services, and uses the notion of a national network to ensure the location of scarce items and to avoid needless duplication of resources while maximizing assistance to users.

2. *The National Library of Education will be a one-stop information center.* The Task Force interprets this requirement of the law as the principle of providing direct reference service to the customers of the Library. This service will be provided by a variety of information resources (NLE, partners, contractors, and other organizations) through a seamless network of delivery mechanisms, including mail, telephone, electronic, and in-person reference services.

3. *Users of the National Library of Education will have universal access to its information and services.* Providing universal access to education information means doing so in all formats (print and electronic), via all methods, and in as many locations as possible. Achieving this degree of access requires a commitment to all customers, wherever they reside and whatever the level of access to resources they possess.

4. *Users of the National Library of Education, as public taxpayers, will obtain information at little or no cost.* Free or minimal cost is a tradition of libraries and public services in America, and this should continue to be a principle guiding the National Library of Education's commitment to maximum access.

5. *Users of the National Library of Education will be helped to access and use essential information technology.* Another principle of maximum access is the obligation to assist users to master the technologies and procedures they need to obtain educational information.

6. *The focus of the National Library of Education's organization and work will be toward the future of library and information services toward a virtual library.* The National Library of Education should embrace the concept of the virtual library and use its mandate to develop a national network of information providers. This combination can become an organized team of partners cooperating to provide education information in ways that conserve resources and maximize the strengths of each public- and private-sector partner

7. *The Educational Resources Information Center (ERIC) program, the Institutional Communications Network (INet), and other libraries and related information clearinghouses mentioned in this Report will be totally integrated within the National Library of Education in a reorganized fashion.* It is essential that these existing information services be permanently incorporated into the National Library of Education in order to fulfill the Library's mandate and more efficiently serve the U.S. Department of Education's information customers. ERIC and INet are world-class information and bibliographic reference services that serve as models for a virtual library and a national network of education information providers. U.S. Department of Education officials have already wisely placed the administration of these two information services within the National Library of Education and should consider this for other internal libraries and information clearinghouses as well.

A Word About the Report's Organization

The recommendations that follow are numbered consecutively and grouped into five domains corresponding to the four goals of awareness, access, assistance, and accountability plus a set of important cross-cutting issues. Within most domains are one or more topic headings under which the specific recommendations are listed. Each domain comprises a chapter of the report, and textual commentary has been kept to a minimum. Following the recommendations are a series of appendices containing important information pertaining to the report and the work of the Task Force.

Certain recommendations of the National Library of Education Advisory Task Force affect all the issues addressed in other domains. These cross-cutting issues include resource sharing and collaboration through the development of a national information services network; research and development on important topics ranging from user needs to improved applications of information technology; and the organization and management of the Library.

COLLABORATION

1. The National Library of Education should be the coordinating hub of a nationwide network of cooperating partners engaged in providing information about education and related subjects in all formats and to all customers.

2. The National Library of Education should organize and activate a U.S. Educational Information Network composed of libraries, archives, schools, colleges and universities, professional organizations, private-sector businesses and nonprofit corporations, and other organizations involved in the provision, coordination, or oversight of information about education. This network should include:

   - *Other national libraries, the National Archives, and the U.S. National Commission on Libraries and Information Science (NCLIS);*
   - *Libraries, clearinghouses, and information centers of other federal agencies involved in education and related activities;*
   - *Departmental contractors and grantees engaged in providing research and assistance to practitioners and the public in the field of education, including the Regional Education Laboratories and Assistance Centers and the National Education Research Centers;*
   - *State, public, and school libraries and archives;*
   - *Special research, academic, and professional libraries and archives with collections related to education, including libraries serving schools of education;*
   - *State, local, and private education agencies;*
   - *National organizations and professional associations in the fields of education and information services, including such organizations as professional associations; subject-specific organizations; parent organizations; pre-K to 12, postsecondary, and adult education organizations; and organizations representing the providers of education information;*
   - *National organizations representing parents, students, policymakers, and citizens concerned about education;*
   - *Information providers, publishers, information technology innovators, and interested corporations in the private sector; and*
   - *Other organizations involved in the provision, coordination, or oversight of information about education.*

3. The National Library of Education and its partners in the U.S. Education Information Network should define and establish agreements for: (a) cooperation in the provision of services; (b) sharing nonelectronic resources; (c) coordination among distributed electronic repositories, including Internet and World Wide Web sites and shared databases; and (d) cooperation on projects and operational matters such as catalog building, research and development activities, special publications and products, designated collection responsibilities, conservation and preservation of historical resources, and common standards and policies.

4. The National Library of Education should have a specific budget to support the network of cooperating partners and the authority to spend funds for this purpose.

5. The collaborative roles of the National Library of Education should include:

- *Coordinating the development of improved technology to provide high-quality education information to all, using the Educational Resources Information Center (ERIC) as the model;*
- *Ensuring the technology used by education information providers serves all customers, both "high tech" and "low tech," and ensuring the provision of information in traditional formats to users who lack access to any technology, need information in nonelectronic formats, or need information not available electronically;*
- *Playing a leadership role in the provision of government information on education and related subjects and in the coordination of information and services intended to improve the quality of American education at all levels; and*
- *Maintaining an active presence in appropriate organizations and consortia within the broad fields of library and information services, information technology, and education information.*

6. The National Library of Education should be provided with the authority to accept gifts and undertake exchanges in order to effectively carry out its mandates to share resources within a national network of cooperating libraries, archives, and other education information providers.

7. At the federal level, the National Library of Education should assume the leadership role to manage and coordinate federal information about education and related subjects and should cooperate actively with all federal agencies and all federal libraries and information centers in providing such information to policymakers, agency staffs, and the public.

8. The National Library of Education should collaborate with other offices within the U.S. Department of Education. Specifically, it should:

- *Continue to provide Department-wide assistance and guidance in the use of the Internet, World Wide Web, and related technologies;*

- *Works with the U.S. Department of Education's Chief Information Officer (CIO) and the Department's principal offices to ensure sound stewardship and effective dissemination of the Department's information products and services; and*
- *Continues to provide leadership and expertise in the Department's conversion and improvement of its customer service.*

RESEARCH AND DEVELOPMENT

9. The National Library of Education should conduct an active research and development program with emphasis on regular and systematic studies of the information use patterns and needs of its users, education information services, technologies for electronic networking, and the use of information systems and services for resource sharing and information access and delivery.

10. Additional research and development activities should be conducted by the National Library of Education in conjunction with its contractors and partners in support of its programs of information service and assistance, particularly in regard to the development of directories, lists, guides, databases, catalogs, and bibliographies to assist users with access to information on special topics.

11. The National Library of Education should be provided with a discretionary grant and contract budget, together with the necessary authority, to support a targeted program of research and development.

ORGANIZATION AND MANAGEMENT

12. The National Library of Education should have a permanent advisory body, including representatives of the U.S. Education Information Network, customers, peer national libraries, the U.S. Department of Education and other federal agencies involved in education services, and state and local education and information agencies. This body should work in liaison with other national educational advisory groups, such as:
    - *U.S. National Commission on Libraries and Information Science (NCLIS);*
    - *Federal Library and Information Center Committee (FLICC); and*
    - *National Educational Research Policy and Priorities Board (NERPPB).*

13. The structure of the National Library of Education should enhance its ability to function as a virtual library. Providing information services through a geographically dispersed network of partners may require a nontraditional organizational approach.

14. The U.S. Education Information Network should be considered an integral part of the National Library of Education's organization, and the Library should work closely

with its national partners and the Chief Information Officer of the U.S. Department of Education in organizational and management matters.

15. The Executive Director of the National Library of Education should have regular access to the Secretary of Education and other senior U.S. Department of Education leadership as well as to the Assistant Secretary for Educational Research and Improvement in order for the Library to assume its leadership role in coordinating education information services and bibliographic management within the Agency.

16. The Executive Director of the National Library of Education should have direct access to heads of principal offices and information centers in other federal, state, and local agencies in order to carry out the collaborative, coordinating, and leadership roles for the Library at the federal level.

17. The U.S. Congress and the U.S. Department of Education should integrate into the National Library of Education those existing programs and activities, including the Educational Resources Information Center (ERIC) and the Institutional Communications Network (INet), that are either libraries or that provide bibliographic or electronic library services, together with the necessary resources and support, such as:

- *The Educational Resources Information Center (ERIC) program;*
- *Other information clearinghouses operated or sponsored by the U.S. Department of Education that perform functions similar to those of ERIC clearinghouses;*
- *The Institutional Communications Network (INet) program, which operates the U.S. Department of Education's World Wide Web sites and the Online Library;*
- *The U.S. Department of Education's law library; and*
- *Any other information services or activities that relate to or duplicate the mission and functions of the National Library of Education or, if made part of the Library, that could be managed more efficiently and serve one-stop information customers more effectively.*

18. The National Library of Education should propose and undertake new initiatives that are within its mission and functions and that support the mission and priorities of the U.S. Department of Education. Examples of such initiatives would be cooperative provision of education information services with other federal agencies, state and local agencies, and the private sector; shared activities suggested or requested by network partners; and special information service requests made by the Executive Branch, the Congress, and other users.

19. The National Library of Education should be provided with the regular budget and necessary authority to operate its programs, build its collection and services, support its staff and expenditures, and improve its customer service.

20. The National Library of Education should have the physical presence and space adequate to fulfill its legal mandate to serve as the leading federal center for information on education; to serve effectively as the coordinating hub of a national information network; and to serve the needs of agency staff, contractors, and grantees as well as external users. To this end,

- *The U.S. Department of Education should take immediate steps to ensure that the physical space and facilities of the Library are improved over current conditions, with adequate room for projected collection growth; and*
- *Priority should be given to providing the National Library of Education with the equipment, including but not limited to electronic devices, to enable it and its programs to maintain and improve the high standard of user service already being provided.*

21. The National Library of Education should be given the means to improve its human resources and their ability to serve Library users, including the training of existing staff, the addition of new staff, and the replacement of departing staff who possess critical expertise.

The Task Force defines *awareness* as informing current users of the resources available in and through the National Library of Education and cultivating new customers through an active program of marketing and outreach.

GENERAL AWARENESS

22. The National Library of Education should establish an office to plan, coordinate, and implement its marketing and outreach activities, and this function should be adequately supported in the Library's budget.

MARKETING

23. Identification of customers and their needs and improvement of services to customers should form the basis of all activities undertaken by the National Library of Education and its partners, and the methods and means to accomplish these basic marketing requirements should be formulated immediately.

24. The National Library of Education should formulate and implement a marketing plan designed to increase awareness of its services among all identified current and potential users, and this plan should take advantage of the multiplier effects possible through collaboration with partners and users.

25. The results of the National Library of Education's market research and customer feedback activities should directly inform the planning and justification of new programs and activities and their budgets, and this process should consider whether programs and activities should be provided by the National Library of Education itself or collaboratively through the U.S. Education Information Network.

OUTREACH

26. The outreach program of the National Library of Education should consist of field-based activities such as seminars that inform the public about developments in education and information services; exhibits and presentations at meetings and sites around the nation; and hands-on partnerships with regional, state, and local information providers, communities, school systems, and institutions. These activities should also involve partners in the U.S. Education Information Network.

27. The National Library of Education's outreach program should involve users directly in developing and providing its programs, and they should become active collaborators with the partners of the U.S. Education Information Network.

The Task Force defines *access* as providing all customers with effective and efficient means to utilize the National Library of Education's information resources in all formats, whether housed within the Library's own collection or available through network partners.

ACCESS TO SERVICES AND RESOURCES

28. The National Library of Education should provide maximum access to education information and services in all formats by all users. To accomplish this end, the Library should:

- Emphasize user access in the design and development of all programs and activities, facilitating access by users who do not currently have access to high-technology resources as well as by those who do; and
- Utilize user feedback and partner experience to achieve, maintain, and improve user friendliness for all National Library of Education and U.S. Education Information Network resources and products and provide advice and guidance on locating and using these services, such as:
- *Opportunities and initiatives in new technologies;*
- *Marketing research; and*
- *Customer tracking and survey utilization.*

29. Access issues and solutions should be addressed in cooperation with the U.S. Education Information Network, with the goal being to encourage common or similar standards and procedures wherever possible.

30. The National Library of Education, together with its partners in the U.S. Education Information Network, should initiate a program of educational reference publications and products, in print and electronic formats, to assist users in finding and using information on important educational issues.

COLLECTION MANAGEMENT

31. The core collection of the National Library of Education includes all materials and items acquired and maintained by it and its contractors in all formats, and the national collection of the National Library of Education includes the sum of all the collections, in all formats, available through the partners that become members of the U.S. Education Information Network.

32. The national collection of education information that is shared among all the partners in the U.S. Education Information Network should fulfill the National Library of Education's requirement to develop and provide to the public a comprehensive collection of materials related to education.

33. In managing its core collection, the National Library of Education should concentrate on maintaining a collection that (a) adequately serves the missions and priorities of the U.S. Department of Education and its contractors and grantees, and the education information needs of other federal agencies; (b) achieves the mandate of becoming the principal center for information about education at the federal level; and (c) fulfills the specialized collection responsibilities for the Library that are agreed upon in the U.S. Education Information Network. Among the collection emphases will be:

- *Federal information on education;*
- *Lesson plans in all subjects across all grade levels;*
- *Digitization of important historical and current items; and*
- *Examples of best practices and high standards.*

34. The National Library of Education should take steps to ensure that its collection provides accurate, current, and timely information to education professionals and the public about the best and most useful research findings, practices, data, policy initiatives, and other aspects of education and related subjects by ensuring that the quality control principles and standards so effectively used by the Educational Resources Information Center (ERIC) and the Institutional Communications Network (INet) are applied to the entire collection.

35. The National Library of Education should actively collaborate with the U.S. Department of Education, the National Archives, other federal agencies, and its partners in the U.S. Education Information Network to develop and implement plans for locating, describing, and preserving important historical materials (especially published and unpublished materials produced or sponsored by the U.S. Department of Education) and information related to education and making these materials available to users in a variety of formats.

The Task Force defines *assistance* as enabling library users to learn how to use electronic and print information tools, to obtain effective and responsive reference services, and to use state-of-the-art technology.

USER SUPPORT AND FACILITATION

36. The National Library of Education should endeavor to assist users in gaining the means to exploit the resources and services of a virtual library and should assist its network partners to do this as well. Such technical assistance may be provided by:

- Operating an assistance program, in conjunction with its outreach and resource sharing programs, to provide funding, other resources, and advice to users and user groups seeking to improve their access to and management of electronic information;
- Providing training and professional development assistance to education and information professionals, including enabling practitioners to come to the National Library of Education, or to cooperating partners in the U.S. Education Information Network; and
- Emphasizing, through these technical assistance activities, the improvement of user access to electronic information resources. Examples of assistance include:
- *Video packages and*
- *Regional and local user training.*

37. User support and facilitation activities should be planned in collaboration with the U.S. Education Information Network to achieve maximum return for each investment and to make use of the resources and capabilities spread across the nation.

INFORMATION SERVICES

38. National Library of Education information services should be linked in a seamless web that provides users with a true one-stop shopping environment.

39. The National Library of Education should work with its contractors, other U.S. Department of Education offices, and external partners to identify, organize, and implement a network of subject experts to handle user requests in order to manage the information workload, avoid duplication, achieve the highest possible quality of service, and realize greater efficiency and customer satisfaction.

40. The information services of the National Library of Education should continuously compile information on user requests; stay abreast of the latest developments in education research, practice, and policy in order to anticipate and respond to user needs; recommend appropriate services and collection acquisitions; and cooperate with network partners in providing effective user assistance.

41. The National Library of Education should assert bibliographic control over all the information products of the U.S. Department of Education, including records relating to the history and operation of the Department, and ensure that this information is made available to users nationwide in all formats and through its contractors and partners.

The Task Force defines *accountability* as continually improving Library services through feedback from customers, network partners, and policymakers in order to improve teaching and learning.

42. The National Library of Education should be accountable for all of its operations to its customers and partners.

43. The National Library of Education should ensure that recommendations and feedback from its customers are systematically collected and are used to measure the impact of its services as well as to improve services, set priorities, make plans, assemble budgets, and justify programs and activities. To this end:

- An evaluation program, including feedback surveys covering all aspects of its operations, should be established and implemented in order to provide frequent performance reports to responsible staff, advisory representatives, and Department officials.

44. The evaluation process implemented by the National Library of Education should include all customers and should have: (1) a mechanism for obtaining information on the performance of the Library in serving customers; (2) a mechanism, developed collaboratively, for obtaining information on the performance of the U.S. Education Information Network; and (3) a mechanism for evaluating the internal operations of the Library.

CONCLUDING STATEMENT

The National Library of Education stands ready to be both a showcase for the information services of the U.S. Department of Education and a demonstration of the remarkable effectiveness of national partnerships to improve American education. At the same time it will demonstrate how an effective virtual library is established and operated. The vision for the Library can best be realized if the recommendations contained in this report are accepted and implemented.

As a virtual library and a distributed partnership, not only will the National Library of Education be an effective component of the U.S. Department of Education, but it will also become the major vehicle for implementing the National Information Infrastructure in the educational community—America's schools, colleges, universities, learning centers, and libraries. Through the National Library of Education, the work pioneered by programs such as the Educational Resources Information Center (ERIC) will be enhanced and expanded into a truly comprehensive resource for locating and using information about education.

It is essential that adequate funds be requested, authorized, and appropriated in order for the National Library of Education to develop into a national resource worthy of its vision. These funds should be accompanied by the authority to be organized and to operate in the manner proposed by the recommendations in this report.

Members of the National Library of Education Advisory Task Force are available, individually and collectively, to provide clarification of this report and assistance in its implementation.

APPENDICES

A. STATUTE AUTHORIZING THE NATIONAL LIBRARY OF EDUCATION

B. NATIONAL LIBRARY OF EDUCATION: PAST AND CURRENT PROGRAMS

C. GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THIS REPORT

D. PERSONS AND ORGANIZATIONS PROVIDING ASSISTANCE TO THE NATIONAL LIBRARY OF EDUCATION ADVISORY TASK FORCE

E. MEMBERS OF THE NATIONAL LIBRARY OF EDUCATION ADVISORY TASK FORCE

APPENDIX A
STATUTE AUTHORIZING THE NATIONAL LIBRARY OF EDUCATION

Public Law 103-227
103rd Congress

GOALS 2000: EDUCATE AMERICA ACT

TITLE IX—EDUCATIONAL RESEARCH AND IMPROVEMENT

"Educational Research, Development, Dissemination, and Improvement Act of 1994"

PART E—NATIONAL LIBRARY OF EDUCATION

Section 951. **ESTABLISHMENT WITHIN OFFICE OF EDUCATIONAL**
20 USC 6051. **RESEARCH AND IMPROVEMENT**

(a) IN GENERAL.—There is established within the Department of Education a National Library of Education (hereinafter in this section referred to as the "Library"), which shall be maintained by the Department of Education as a governmental activity.

(b) FUNCTIONS OF LIBRARY.—The functions of the Library are—

(1) to provide a central location within the Federal Government for information about education;

(2) to provide comprehensive reference services on matters related to education to employees of the Department of Education and its contractors and grantees, other Federal employees, and members of the public; and

(3) to promote greater cooperation and resource sharing among providers and repositories of education information in the United States.

(c) MISSION.—The mission of the Library shall be to—

(1) become a principal center for the collection, preservation, and effective utilization of the research and other information related to education and to the improvement of educational achievement;

(2) strive to ensure widespread access to the Library's facilities and materials, coverage of all education issues and subjects, and quality control;

(3) have an expert library staff; and

(4) use modern information technology that holds the potential to link major libraries, schools, and educational centers across the United States into a network of national education resources.

(d) ONE-STOP INFORMATION AND REFERRAL SERVICE.—The Library shall establish and maintain a central information and referral service to respond to telephonic, mail, and electronic and other inquiries from the public concerning—

(1) programs and activities of the Department of Education;

(2) publications produced by the Department of Education and, to the extent feasible, education related publications produced by the Departments of Labor, Health and Human Services, and other Federal departments and agencies;

(3) services and resources available to the public through the Office, including the Educational Resources Information Center Clearinghouses, the research institutes, and the national education dissemination system;

(4) statistics and other information produced by the National Center for Education Statistics; and

(5) referrals to additional sources of information and expertise about educational issues which may be available through educational associations and foundations, the private sector, colleges and universities, libraries, and bibliographic databases.

The Library shall maintain and actively publicize a toll-free telephone number through which public inquiries to the Library may be made.

(e) COMPREHENSIVE REFERENCE SERVICES.—

(1) IN GENERAL.—The Library shall, to the extent feasible, provide for the delivery of a full range of reference services on subjects related to education to employees of the Department of Education and such Department's contractors and grantees, other Federal employees, and members of the general public. Such services may include—

(A) specialized subject searches;

(B) search and retrieval of electronic databases;

(C) document delivery by mail and facsimile transmission;

(D) research counseling, bibliographic instruction, and other training services;

(E) interlibrary loan services; and

(F) selective dissemination of information services.

(2) PRIORITY.—The Library shall first give priority in the provision of reference services to requests made by employees of the Department of Education.

(f) COOPERATION AND RESOURCE SHARING.—The Library shall promote greater cooperation and resource sharing among libraries and archives with significant collections in the area of education through means such as—

(1) the establishment of information and resource sharing networks among such entities;

(2) the development of a national union list of education journals held by education libraries throughout the United States;

(3) the development of directories and indexes to textbook and other specialized collections held by education libraries throughout the United States; and

(4) cooperative efforts to preserve, maintain, and promote access to items of special historical value or interest.

(g) ADMINISTRATION.—The Library shall be administered by an Executive Director who shall—

(1) be appointed by the Assistant Secretary from among persons with significant training or experience in library and information science; and

(2) be paid at not less than the minimum rate of basic pay payable for GS-15 of the General Schedule.

(h) TASK FORCE.—

(1) IN GENERAL.—The Assistant Secretary [*] shall appoint a task force of librarians, scholars, teachers, parents, and school leaders (hereafter in this paragraph referred to as the "Task Force") to provide advice on the establishment of the Library.

(2) PREPARATION OF PLAN.—The Task Force shall prepare a workable plan to establish the Library and to implement the requirements of this section.

(3) CERTAIN AUTHORITIES.—The Task Force may identify other activities and functions for the Library to carry out, except that such functions shall not be carried out until the Library is established and has implemented the requirements of this section.

(4) REPORT.—The Task Force shall prepare and submit to the Assistant Secretary [*] not later than 6 months after the first meeting of the Task Force a report on the activities of the Library.

(i) TRANSFER OF FUNCTIONS.—There are hereby transferred to the Library all functions of—

(1) the Department of Education Research Library;

(2) the Department of Education Reference Section; and

(3) the Department of Education Information Branch.

(j) COLLECTION DEVELOPMENT POLICY.—Not later than 180 days after the date of the enactment of this title, the Assistant Secretary shall promulgate a comprehensive collection development policy to govern the Library's operations, acquisitions, and services to users. Such collection development policy shall—

(1) be consistent with the functions of the Library described in subsection (b);

(2) emphasize the acquisition and maintenance of a comprehensive collection of reference materials; and

(3) avoid unnecessary duplication by putting a priority on meeting the information needs of the Library's users through cooperation and resource sharing with other entities with significant collections in the field of education.

(k) ARREARAGE AND PRESERVATION.—On the basis of the collection development policy promulgated under subsection (j), the Executive Director shall develop a multiyear plan which shall set forth goals and priorities for actions needed to—

(1) eliminate within 3 years the arrearage of uncataloged books and other materials in the Library's collections; and

(2) respond effectively and systematically to the preservation needs of the Library's collections, relying, whenever possible, upon cooperative efforts with other institutions to preserve and maintain the usability of books and materials in the Library's collections.

APPENDIX B
NATIONAL LIBRARY OF EDUCATION: PAST AND CURRENT PROGRAMS

DESCRIPTION

The National Library of Education (NLE) is the largest federally funded library in the world devoted entirely to education. Housed at NLE are more than 200,000 books and over 800 periodical subscriptions in addition to studies, reports, an extensive microfiche collection, and CD-ROM databases. Currently, it holds books on education, management, public policy, and related social sciences; dictionaries, encyclopedias, handbooks, directories, abstracts, indexes, and legal and other research sources in print and CD-ROM; current and historical journals and newsletters; and microforms. Special collections include rare books published before 1800, mostly in education; historical books 1800–1964; early American textbooks, 1775–1900; modern American textbooks, 1900–1959; U.S. Department of Education and predecessor agencies' reports, bibliographies, and studies; archived speeches, correspondence, policy papers, and reports; and children's classics.

NLE also contains the U.S. Department of Education's Online Library, a growing collection of over 16,000 electronic files of text and data containing information on Department of Education programs, policies, news, and research findings. In addition, the Educational Resources Information Center (ERIC) is a part of NLE. ERIC is the world's largest bibliographic database related to education, currently containing nearly 900,000 bibliographic records and making available, through its network of clearinghouses, over 1,300 topical reports and digests. NLE thus consists of an important core physical collection and an extensive and highly dispersed collection of electronic resources.

BACKGROUND

The origins of the National Library of Education date to before the Civil War when the Congress determined that it was appropriate and important for the federal government to assist in the collection and national dissemination of information and statistics about education. A national consensus on the importance of this limited information role has continued for over 130 years and across the life span of the successive offices and agencies that have been responsible for education information.

In March of 1994 Congress created the new National Library of Education. It did so because of concern about the quality and management of education information in the U.S. Department of Education, because of a desire to provide wider access to high-quality information for all Americans, and in the belief that the information revolution required that educators and their information providers develop new and better ways to serve the cause of improving American education. The National Library of Education consolidated a group of information services previous scattered around the U.S. Department of Education and provides the means to make them collectively much better and more responsive than they could have been separately. The merged services included the former U.S. Department of Education Research Library; the former Education Information Branch, which handled toll-free requests for publications about education research and statistics; and the Education Reference Service, which responded to inquiries for education information and statistics. These former units now operate in partnership with the ERIC program, the world's largest and best bibliographic database related to education, and the Institutional Communications Network (INet), which operates the U.S. Department of Education's Internet and World Wide Web sites and Online Library.

CURRENT ORGANIZATION AND STATUS

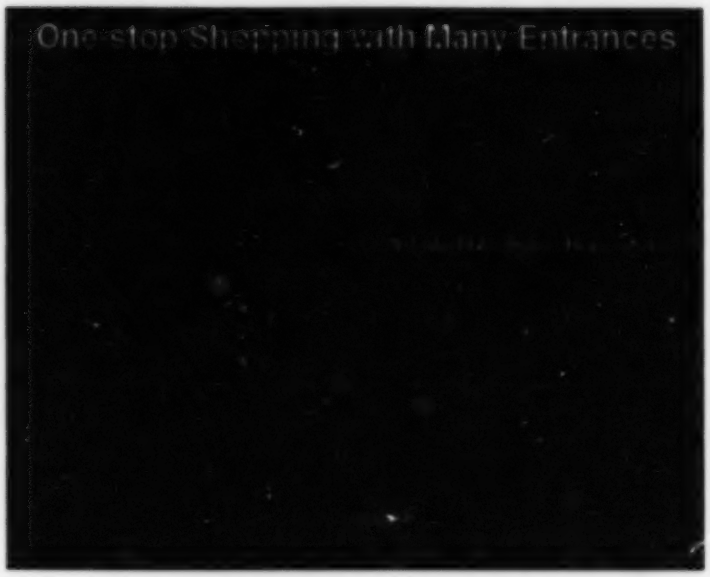
Presently the National Library of Education is organized into three divisions corresponding to the mission and functional priorities of its authorizing legislation. These divisions are Resource Sharing and Cooperation (RSCD), Reference and Information Services (RISD), and Collections and Technical Services (CTSD). A small Office of the Director coordinates library planning and operations and undertakes special projects.

Resource Sharing and Cooperation Division. The Resource Sharing and Cooperation Division houses both the Educational Resources Information Center (ERIC) program and the Institutional Communications Network (INet).

The National Library of Education has an excellent model for resource sharing and cooperation in ERIC, a distributed system of clearinghouses and support components working within a collaborative framework toward common goals of educational database building and information sharing. ERIC is the world's largest database devoted to education. In addition to ERIC's name recognition, 30-year history of technical innovations, and reputation for exemplary service, ERIC has a strong network of partners, including more than 400 organizations that work in cooperation with ERIC to promote the use of education information among their constituents, no-cost cooperative arrangements with several adjunct clearinghouses and corporate partners, 2,000 acquisition arrangements, and relationships with national and international counterparts.

Technology, particularly electronic networking, will play a key role in most of NLE's major activities, including resource sharing, cooperation, and the provision of a one-stop information and referral service. ERIC has been a pioneer in the use of electronic technologies for information delivery from the beginning—from the early days of Dialog through the birth of CD-ROM and from local electronic mail to the advent of the Internet. An early adopter of the World Wide Web and other Internet innovations, ERIC is responsible for some of the most popular and highly rated education services on the Internet, including AskERIC, the National Parent Information Network, ERIC Digests Online, and more than 20 others.

NLE's INet created the Department's award-winning World Wide Web (WWW) site, hosts information for most of the Department's offices and programs, and provides a one-stop entry point to more than 50 other Department-sponsored Web sites. NLE has developed the standards and guidelines for Web use that have been adopted by the Department and adapted by other agencies and the WWW Federal Consortium.



According to the recent U.S. Department of Education World Wide Web standards, prepared by NLE staff, "The federal government is making a major commitment to electronic networking as a primary means of providing information and services to customers. The World Wide Web is a key enabling technology for the vision of one-stop shopping. If the dozens of Department sponsored WWW servers adhere to a reasonable set of WWW standards and guidelines for the organization and presentation of information, customers will be able to enter the system at any point and tap not only the specific server they first contact but also the full resources of the entire interlinked system of which that server is a member component."

—*U.S. Department of Education World Wide Web Server Standards and Guidelines*
March 18, 1996

Legend: IRC is the U.S. Department of Education (ED) Information Resource Center (1-800-USA-LEARN); Labs are Regional Educational Laboratories; RTECs are Regional Technology in Education Consortia; NPIN is the National Parent Information Network; and TACs are Technical Assistance Centers (includes Comprehensive Regional Assistance Centers, or CCs).

Reference and Information Services Division. Since NLE's establishment in March 1994, the Reference and Information Services Division (RISD) has served as the hub for access to information resources maintained by NLE and for dissemination of OERI publications. RISD, along with ERIC and INet, is the key element in NLE's one-stop information and referral operation, a function mandated in the legislation to provide high-quality responses to user inquiries via telephone (a toll-free 800 number must be maintained by law), fax, e-mail, mail, and visit. One of the Library's major challenges is to maintain and improve the quality of its reference and referral services, for these services are usually a customer's first contact with NLE.

During the past 2 years, the National Library of Education's ready reference service has seen the volume of reference and referral services more than double and now answers an average of 300 pieces of mail a day and 2,000 telephone calls per week, not counting special assistance requests from principal offices of the Department. These numbers are expected to continue to

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rise rapidly as the Library and its toll-free service become more widely known. The ERIC system also operates information services and toll-free access numbers for each clearinghouse and for the system as a whole through ACCESS ERIC. ERIC components now answer nearly 200,000 toll-free information requests per year, or approximately 3,800 a week.

Electronic-mail user inquiries are growing exponentially. RISD is beginning to respond to these users as the ready reference staff obtain the equipment to enable them to respond to such inquiries. The INet service currently is recording over 2 million "hits" (instances of users logging on to the Internet site) per month, or over 71,000 per day. The ERIC system is reporting a total of over 36,000 log-ons per week from all its access sites.

Collections and Technical Services Division. The current collection housed in NLE is one of the nation's major resources for education information and the premier federal resource on that subject. A physical collection of over 200,000 titles is augmented by an extensive serials collection; microfiche and CD-ROM collections; and important special collections, including archival materials, former National Institutes of Education papers, historical materials, rare books, and early American textbooks. The National Library of Education also collects and disseminates Department publications and statistical data about education. In addition to managing the collection, the Collections and Technical Services Division (CTSD) also provides the public with access to National Library of Education collection resources via an online catalog and interlibrary loan and circulation services.

An important new aspect of the work of the Division is managing the publications distribution for the U.S. Department of Education. This project, which is handled through a specialized contractor, will permit the Library to achieve bibliographic control of collection materials produced by the Department.

Office of the Director. In addition to overall management of the Library, the Office of the Director has direct responsibility for the management of marketing, outreach, and special projects. Marketing and outreach activities include providing technical assistance to local school systems and library services on matters such as professional development and electronic information access; promoting the services of the National Library of Education through the media, exhibitions, and presentations; managing the Library's Quarterly Lecture Series, featuring noted experts discussing new developments in education and information services; and preparing publications and other products designed to help users learn about and use Library resources. Among the special projects undertaken by the Office of the Director are managing the National Library of Educational Advisory Task Force and developing the U.S. Education Information Network.

APPENDIX C
GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THIS REPORT

TERMS USED

Definitions marked with an asterisk (*) are derived from the American Library Association's *Glossary of Library and Information Science*, ed. Heartsill Young (Chicago: 1983).

ACQUISITION - The obtaining of materials for a library or archival collection by purchase, exchange, or gift.*

ADVISORY - An adjective meaning, for purposes of this report, that the entity thus described—committee, commission, board, etc.—is empowered only to make recommendations and has no actual oversight authority.

ARCHIVE - An organized body of noncurrent records made or received in the course of business by a government agency, institution, organization, or other corporate entity and the personal records of families and individuals. The term also describes the agency responsible for selecting, preserving, and making available these types of records as well as the repository in which they are stored.*

BIBLIOGRAPHIC CONTROL - A term meaning a range of activities that together create a complete record of a written or published item on the basis of a standardized set of codes and descriptions. Such a record permits searching for similar items and facilitates storage and retrieval.*

CLEARINGHOUSE (INFORMATION) - An independent organization or component of a larger organization that serves as a central agent for the collection, organization, storage, and dissemination of documents and that also performs referral services and research assistance. Information clearinghouses usually provide these services on a specifically defined subject or subjects.

COLLECTION - The total accumulation of materials of all kinds and formats that have been acquired and maintained by a library or archive and that are available to users through its policies and procedures.*

CONSERVATION - The use of chemical and physical procedures in the treatment or storage of collection items to ensure their preservation.*

COPYRIGHT - The legal provision of exclusive rights to reproduce or distribute a published work.*

CUSTOMER - A customer is any individual or group needing the services of another individual or group in a transaction relationship. Both sides of a transaction relationship can be, and often are, one another's customers simultaneously. For a service organization, such as a government agency or a library, the customer is the reason for the existence of the organization and the focus of its work.

DATABASE - An organized collection of computer records, standardized in form and content, that is stored in machine-readable format and from which readable files may be created.*

DIGITAL - For purposes of this report, information and statistics stored as databases in computers or on disks, CD-ROM platters, or other devices accessed via computers. Printed matter can be converted to a digital database, a process known as digitization.

FEEDBACK - Feedback means information given by customers to the service supplier concerning the quality of service received. It may be informally or formally transmitted; if the latter, this is usually done via customer surveys.

FORMAT - The physical nature, arrangement, appearance, representation, and makeup of information and the vehicle (book, video, data file, recording, microform, etc.) carrying the information.

GOVERNMENT PUBLICATION - Any published document originating in, issued with the imprint of, and published by or through the expense and authority of a government, government branch or agency, or international organization.*

INTERLIBRARY LOAN - A transaction in which, upon request, one library lends an item from its collection, or furnishes a copy of the item, to another library. Interlibrary loans are generally governed by formal agreements and policies among cooperating libraries.

INTERNET - A global computer network based on commonly derived computer languages, procedures, and protocols. Originally created as a secured fail-safe system to permit data transfer in order to survive nuclear attack, the Internet is now an open system facilitating universal data access by anyone possessing access to a computer and one of the many Internet service providers on the market.

LIBRARY NETWORK - A specialized type of library cooperation for centralized development of cooperative programs and services, including use of computers and telecommunications, that requires the establishment of a central office and a staff to accomplish network programs rather than merely coordinate them.*

MATERIAL(S) - Physical entities of any substance that serve as carriers of information, including but not limited to books, serials, graphics, audio recordings, videos, and computer data files. Materials form the basis of a library collection.*

NATIONAL LIBRARY - A library designated as such by the appropriate national body (Congress) and funded by the national government. National libraries may be general or specialized and are usually responsible for some combination of the following tasks: acquiring and maintaining a comprehensive collection of materials within their subject scope; compiling and maintaining a national bibliography of titles in the subject scope; providing service to the national and international communities; producing bibliographic tools; coordinating a national network of information providers; providing library services to the national government and its agencies; and other responsibilities as directed by the national government.*

POLICY - An administrative plan or set of guidelines, preferably written, that delineate acceptable practices and actions for a wide range of activities within an organization, such as library technical services, or for a single broadly defined activity, such as collection development.*

PRESERVATION - The activities associated with maintaining library or archival collection materials for use, either in the original form or in some other usable way.*

PRINCIPAL OFFICE - A principal office is a major unit within an agency, usually responsible for a broad portion of the agency's authority and mission and headed by a senior political appointee, often an Assistant Secretary if the agency is part of the President's Cabinet.

PROCEDURE - An administrative plan, either written or formalized by practice, that establishes the acceptable sequence of steps, actions, and methods for accomplishing a narrowly defined task in an efficient and effective manner.*

PROCESS - An organized sequence of operations (based on procedures) intended to produce specified results.*

REFERENCE - A service provided to library and archive users who need assistance in locating information on a specific topic or topics. Reference services range from simply looking up a fact to extensive research counseling and information searches.*

RIGHTS - Statutory and/or common law rights to a literary (published) property, which may include prepublication rights; initial publication rights; second or serial publication rights; and rights to dramatization, leasing, reproduction (video, electronic, xerographic, facsimile), condensation and abridgement, translation, quotation, and commercial exploitation.*

STATUTORY - Legal; authorized by statute.

TECHNICAL SERVICES - The area of library operations that includes acquisition of materials, organization and bibliographic control of materials, physical processing, and collection maintenance.*

USER - A user, in library terms, is any individual or group needing or seeking the information services provided by the library. Another term employed to describe library users is *patron*.

VIRTUAL LIBRARY - As used in this report, an information system making it possible to satisfy the information needs of a single user or multiple users wherever they may reside, independent of the location of the services and resources.

WORLD WIDE WEB - An array of advanced graphics and multimedia software applications available on the Internet to users with access to computers with graphic capabilities, high-speed processing, and large memories, as well as to supporting software.

ABBREVIATIONS USED

A A C R A O - American Association of Collegiate Registrars and Admissions Officers

A A S L - American Association of School Librarians

A C E - American Council on Education

A L A - American Library Association

C E E B - College Entrance Examination Board (The College Board)

C O S L A - Chief Officers of State Library Agencies

E D - Education Department, the official abbreviation used for the U.S. Department of Education

E R I C - Educational Resources Information Center

F L I C C - Federal Library and Information Center Committee

L C - Library of Congress

N A F S A - National Association of Foreign Student Advisors

N A L - National Agricultural Library

N C L I S - National Commission on Libraries and Information Science

N E R P P B - National Educational Research Policy and Priorities Board, OERI, U.S. Department of Education

N L E - National Library of Education

N L M - National Library of Medicine

O E R I - Office of Educational Research and Improvement, U.S. Department of Education

O I I A - Office of Interagency and Intergovernmental Affairs, U.S. Department of Education

O P A - Office of Public Affairs, U.S. Department of Education

S L A - Special Libraries Association

U S I A - United States Information Agency

APPENDIX D
PERSONS AND ORGANIZATIONS PROVIDING ASSISTANCE TO THE NATIONAL LIBRARY OF EDUCATION ADVISORY TASK FORCE

The following persons and organizations provided comments concerning the development of the National Library of Education or testified before the Task Force:

RUTHERFORD H. ADKINS
Interim President, Fisk University, Nashville, Tennessee

JUDY C. BAILEY
General Manager, AccuTek Assemblies, Inc., Manassas, Virginia

PHIL BAIRD
President, National Indian Education Association (NIEA), Washington, DC

DANIEL BASALONE
Principal and Director, Professional Development Collaborative, Los Angeles Unified School District, Los Angeles, California

ELLEN HOFHEIMER BETTMANN
Director of Research and Development, A World of Difference Institute, Anti-Defamation League of B'nai B'rith, Los Angeles, California

TED BRANDHORST
Director, ERIC Processing and Reference Facility, Laurel, Maryland

DOUGLAS CARNINE
Director, National Center to Improve the Tools of Educators, College of Education, University of Oregon, Eugene, Oregon

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